

**Hawaii Secondary School Administrators
Hawaii Elementary and Middle School Administrators Association**

**Principals
Forums
on
ESSA**

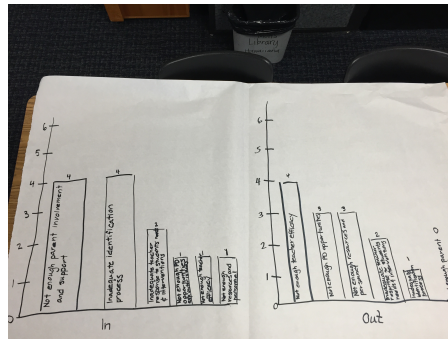
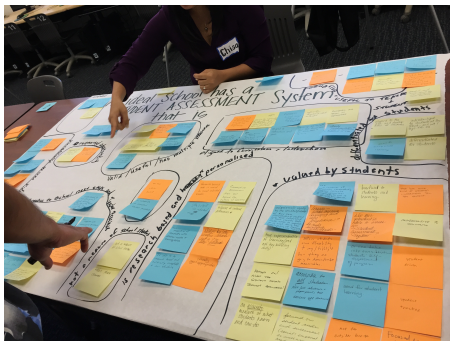


Led by principals, for principals



Free flowing ideas from principals

Facilitated by Washington Middle teachers



Hoshin Facilitation Method – brainstorm, categorize, analyze, solution driven

Special thanks to our busy principals and vice principals who took the time to participate in this process.

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HASSA/HEMSAA Principals Forum
August 27, 2016
September 28, 2016
October 6, 2016

AN IDEAL SCHOOL HAS A SET OF CURRICULUM STANDARDS THAT IS...

- Preparing students for the 21st century
- Clear
- Research based
- Based on a K-12 construct
- Student focused
- Rigorous and challenging
- Preparing students to be college and career ready
- Flexible to meet the needs of the individual students and community
- Inclusive for faculty input and voice
- Supported by assessment tools
- Inter disciplinary and broad based
- Supported by adequate resources

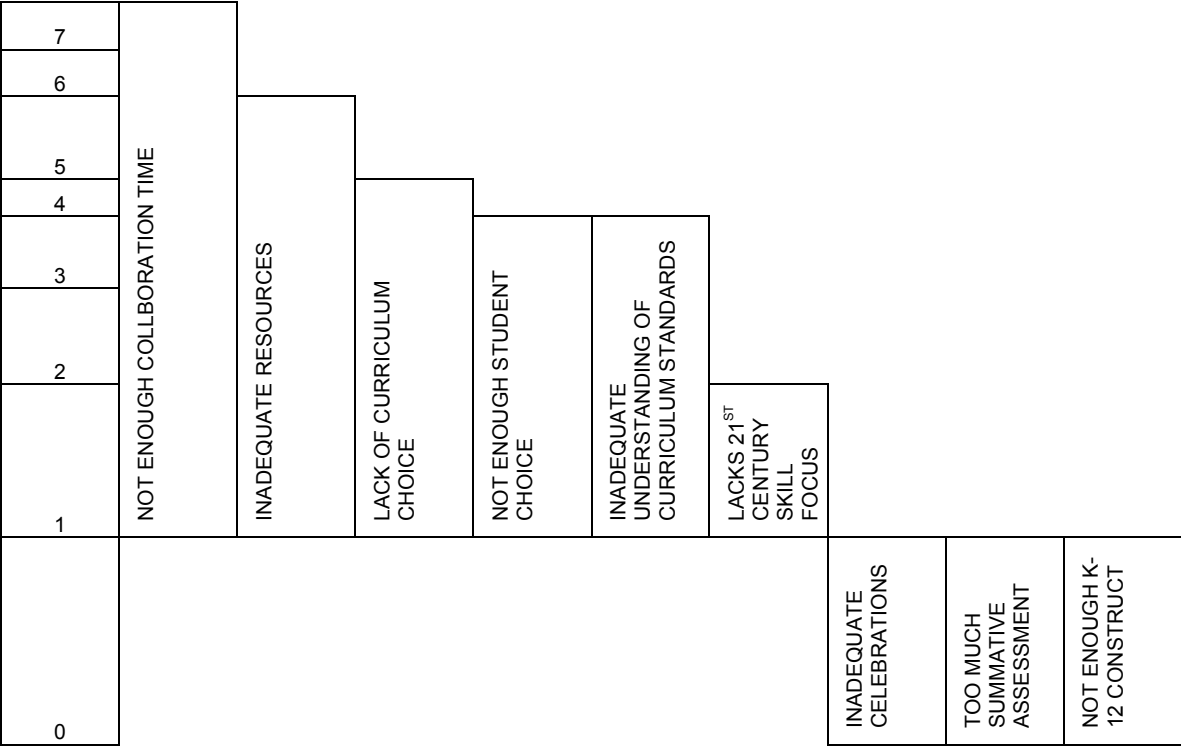
WHAT IS PREVENTING OUR SCHOOLS FROM ACHIEVING CURRICULUM STANDARDS?

PRIMARY ROOT CAUSE: INADEQUATE COLLABORATION TIME AND RELEVANT RESOURCES TO (SUPPORT SCHOOLS IN IMPLEMENTING CURRICULUM STANDARDS.

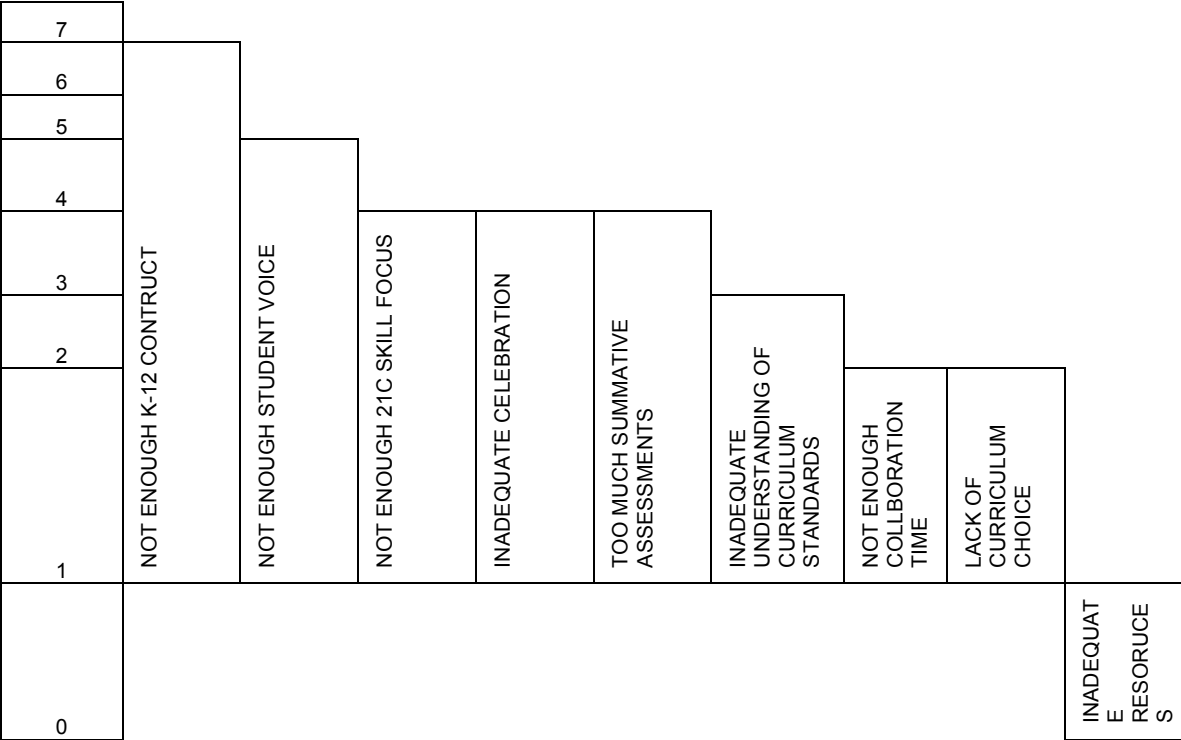
DEFINITION: Teachers need time to meet with their colleagues under the guidance of a (well informed) coach to deconstruct standards and to determine appropriate (pre, formative and post) assessments, to accurately analyze data, and to determine appropriate instructional strategies.

SOLUTION: Create/support in every school, a system for formative assessment and instruction where teachers meet regularly under the guidance of a coach to deconstruct standards, review assessment data and determine appropriate instructional strategies.

ROOT CAUSES PREVENTING SCHOOLS FROM ACHIEVING CURRICULUM STANDARDS



EFFECTS (OUTCOMES)



AN IDEAL SCHOOL HAS A SYSTEM OF SCHOOL LEVEL ACCOUNTABILITY THAT IS...

- Based on one plan that addresses Federal, State and multiple school measures
- Fair and non-threatening
- Uses minimal summative assessments
- For school use only
- Providing timely data
- Allowing extended planning time for teachers
- Supported with sufficient resources
- Recognizing the success of all students
- Based on multiple academic and performance data measures (formative and summative) that support school improvement
- Supportive of acquisition of 21st century and beyond dispositions
- Representative of all stakeholders
- Transparent
- Based on trust and mutual respect

WHAT IS PREVENTING OUR SCHOOLS FROM ACHIEVING SCHOOL LEVEL ACCOUNTABILITY?

PRIMARY ROOT CAUSE: LACK OF KNOWLEDGE AND ABILITY TO DEVELOP OWN SCHOOL WIDE ACCOUNTABILITY SYSTEM.

DEFINITION: School level people are not fully knowledgeable about choices and options to measure student progress that could be based on meeting the needs of their own community, could meet the needs of the school and focuses on raising student achievement.

SOLUTION: Create/support in every school, an accountability system that provides choices and options in measuring student progress that meets the needs of the school community in raising student achievement.

ROOT CAUSES PREVENTING OUR SCHOOLS FROM ACHIEVING SCHOOL LEVEL ACCOUNTABILITY

4	LACK OF UNDERSTANDING BY SATE PERSONNEL	LACK OF KNOWLEDGE OF WHAT SCHOOL LEVEL ACCOUNTABILITY COULD BE	LACK OF SCHOOLS' ABILITY TO DEVELOP OWN SCHOOL WIDE ACCOUNTABILITY SYSTEM	INADEQUATE COMMUNICATION ABOUT ACCOUNTABILITY	TOO MANY CHANGES	LACK OF PD	LACK OF SUPPORTS	TOO MUCH EMPHASIS ON RANK	LACK OF SBAC INFORMATION	TOO MUCH TEST TAKING
3										
2										
1										
0										

EFFECTS (OUTCOMES)

5	LACK OF TRUST GIVEN TO SCHOOL LEADERS.	LACK OF PROFESSIONAL DEVELOPMENT (TEACHERS AND ADMINISTRATORS)	LACK OF SCHOOL WIDE ACCOUNTABILITY SYSTEM	INADEQUATE COMMUNICATION ABOUT ACCOUNTABILITY	TOO MANY CHANGES	LACK OF KNOWLEDGE	TOO MUCH EMPHASIS ON RANKING	TOO MUCH TEST TAKING	LACK OF SBAC INFORMATION	LACK OF UNDERSTANDING BY STATE
2										
1										
0										

AN IDEAL SCHOOL HAS A STUDENT ASSESSMENT SYSTEM THAT IS...

- Providing longitudinal data
- Short in duration and with rapid results turnaround
- Not timed
- Supported by adequate resources
- Valid and has useful multiple measures
- Informative to school on next steps and appropriate teacher practice
- Shared by all stakeholders
- Research based and personalized
- Valued by students
- Aligned to curriculum and instruction
- Differentiated for students
- Formative and useful to teachers and students

WHAT IS PREVENTING OUR SCHOOLS FROM ACHIEVING THE IDEAL STUDENT ASSESSMENT SYSTEM?

PRIMARY ROOT CAUSE: NOT ENOUGH ASSESSMENT LITERACY.

DEFINITION: Administrators and teachers need to be competent in using differentiated practices for pre, formative and post assessment of student learning, for different students and different learning situations. They need to be able to choose and appropriately use valid assessment practices so each student can show what he or she knows and can do and how he or she is progressing in the depth of what he or she has learned.

SOLUTION: Create/support in every school, administrator and teacher competencies in using differentiated practices for pre, formative and post assessment to raise student achievement for all students.

ROOT CAUSES PREVENTING AN IDEAL STUDENT ASSESSMENT SYSTEM

0	1	2
	NOT ENOUGH RESOURCES TO SUPPORT ASSESSMENT	
	INADEQUATE DIFFERENTIATION OF ASSESSMENTS	
	NOT ENOUGH ASSESSMENT LITERACY	
	TOO MUCH TIME ADMINISTERING TESTS.	
	LACK OF BUY IN AND VALUE BY SCHOOL STAKEHOLDERS	
	NOT ENOUGH TIMELINESS IN SHARING RESULTS	
	TOO MUCH EMPHASIS ON TEST SCORES FOR ACCOUNTABILITY	
	INADEQUATE TRANSLATION OF DATA TO APPLICABLE INFORMATION	

EFFECTS (OUTCOMES)

0	1	2	3	4
	LACK OF BUY IN AND VALUE			
	INADEQUATE TRANSLATION OF DATA TO APPLICATION INFORMATION			
	NOT ENOUGH TIMELINESS IN SHARING RESULTS			
	NOT ENOUGH RESOURCES TO SUPPORT ASSESSMENT			
	TOO MUCH TIME ADMINISTERING TESTS			
	INADEQUATE DIFFERENTIATION			
	NOT ENOUGH ASSESSMENT LITERACY			
	TOO MUCH EMPHASIS ON TEST SCORES FOR SCHOOL ACCOUNTABILITY			

AN IDEAL SCHOOL HAS A SYSTEM THAT SUPPORTS SCHOOL LEVEL LEADERSHIP THAT IS...

- Student centered
- Collaborative at all levels
- Trusting and empowering
- Supported by state leadership
- Accountable to stakeholders
- Sensitive to stakeholders
- Sensitive to the needs of the staff and students
- Focused on school improvement process
- Building capacity of school leaders
- Inclusive PD with staff

WHAT IS PREVENTING OUR SCHOOLS FROM ACHIEVING SUPPORT FOR SCHOOL LEVEL LEADERSHIP?

PRIMARY ROOT CAUSE: INADEQUATE PROCESS OF HAVING PRINCIPAL INPUT IN ALL LEVELS OF DECISION MAKING.

DEFINITION: A systematic process that accurately informs good decision making aligned with the Vision, provides adequate support, establishes trust and builds empowerment at the state, district, complex and school levels.

SOLUTION: (At state, district, complex and school levels, use an adequate system of support for school leadership involving the voice of principals in making decisions as to what is needed by the administrators and the teachers.)

SOLUTIONS	ROOT CAUSE	OUTCOME
Utilizing a research based decision making process.	6	0
Need to establish effective systems throughout the DOE bottom-up.		
Need statewide training in a consistent facilitative process.		
Leadership should develop a system that gets input from principals and should report back results.		
Need to select an effective process that is proven to work adequately.		
Use one process at all levels for decision making – school, CA, state offices, leadership, BOE.		
Need to establish a transparent process that shows how admin input was utilized.		
Should have a valid research based system for gathering input that informs decision making.		
Ought to research systems already in place that work.		
Should train all DOE Leadership levels in a process like Hoshin or other Deming method.		
Should use the Hoshin process.		
Should share each step of the process along the way.		

Making a decision starts with understanding the impact on school level.	4	2
Ought to contribute to greater understanding of issues.		
Start with the needs assessment from the schools to drive state support , not State deciding what is needed by the schools.		
Need to know how all departments/branches decisions impact school level.		
Need to seek to understand before being understood. "Stand in my shoes." (Live)		
Aligning to the Vision.	3	3
Need to align all decision making with our Vision.		
Should add to greater clarity.		
Need to be aligned with the Vision.		
Establishing the role of the principal as the instructional leader at all levels of HIDOE.	2	3
Need to add school level personnel to shred out admin responsibilities to allow effective principal participation.		
Needs to enhance growth of leaders.		
Need to change the role and function of the principal to manage time to effectively participate in the process.		
Seeking input.	1	5
Need to involve all levels within the educational system when soliciting input and decision making.		
Ought to turn the Principal's Roundtable into a collaborative group that works to address <u>technical</u> problems.		
Leadership should develop levels of input in developing directions for schools, ie, complex, district.		
Should seek input from school level administrators prior to decision making.		
Providing time	1	2
Need to decide on the most effective schedule that will maximize (principal) participation.		
Should allow for enough time to produce quality decisions not rushed due to time constraints.		
Empowering with positive support.	4	3
Leadership must release it's strong grip on schools and empower them to make decisions that uniquely affect their schools.		
Sharing should never be punitive or negatively judged.		
Persevering to the Plan.	0	3
Should be stuck to and not abandoned when there are stumbling blocks.		

ROOT CAUSES PREVENTING SUPPORT FOR SCHOOL LEVEL LEADERSHIP

6	INADEQUATE PROCESS OF HAVING PRINCIPAL INPUT.	LACK OF TRUST AND EMPOWERMENT.	LACK OF CLEAR VISION.	INADEQUATE SUPPORT FROM STATE LEADERSHIP	NOT ENOUGH PD OPPORTUNITIES	TOO MUCH ACCOUNTABILITY TO STRIVE HI	INADEQUATE RECRUITMENT AND RETENTION
4							
2							
1							
0							

EFFECTS (OUTCOMES)

5	INADEQUATE RECRUITMENT AND RETENTION	INADEQUATE SUPPORT FROM STATE LEADERSHIP	NOT ENOUGH LEADERSHIP PD	LACK OF TRUST AND EMPOWERMENT	TOO MUCH ACCOUNTABILITY TO STRIVE HI	LACK OF CLEAR VISION AND PURPOSE	INADEQUATE PROCESS OF GATHERING INPUT FROM PRINCIPALS
3							
2							
1							
0							

AN IDEAL SCHOOL HAS A SYSTEM FOR STRUGGLING STUDENTS THAT IS...

- Able to provide adequate resources so student progress occurs for each student
- Able to provide on going professional development for all teachers
- Tracking students for college
- Able to address immediate needs
- Based on school wide beliefs, passion and commitment to high expectations for all students
- Based on continual P-20 progress monitoring
- Using a variety of (appropriate) curricula and assessments
- Able to create well rounded students
- Inclusive of parent partnerships
- Responsive to the needs of ALL individual students.

WHAT IS PREVENTING OUR SCHOOLS FROM ACHIEVING A SYSTEM FOR STRUGGLING STUDENTS?

PRIMARY ROOT CAUSE: INADEQUATE SYSTEM TO SUPPORT TEACHER EFFICACY THAT ACTIVELY ENGAGES ALL STUDENTS IN THE LEARNING PROCESS SO ALL STUDENT CAN PROGRESS.

DEFINITION: When teachers see learning through the eyes of their students and students see themselves as their own teachers (Hattie), we will achieve a system to support each and every struggling student no matter where he or she is on the learning continuum. There is flexibility in intervention strategies in the classrooms that immediately respond to misconceptions in learning, in additional and varied opportunities during and outside of regular school hours, in the use of systematic and constant monitoring, in opportunities for teacher and intra school dialog and sharing, and with a pervasive commitment and engagement by teachers and students that learning and growth is expected for all students.

SOLUTION: Create/support in every school an adequate system for struggling students that engages all students in the learning process through unique interventions that meet each student's learning targets.

ROOT CAUSES PREVENTING A SYSTEM FOR STRUGGLING STUDENTS

4	NOT ENOUGH TEACHER EFFICACY			
3				
2				
1				
0	NOT ENOUGH PD OPPORTUNITIES			
	NOT ENOUGH RESOURCES AND PERSONNEL			
	INADEQUATE TEACHER RESPONSE TO STUDENTS NEEDS AND INTERVENTIONS			
	INADEQUATE IDENTIFICATION PROCESS			
	NOT ENOUGH PARENT INVOLVEMENT			

EFFECTS (OUTCOMES)

4	NOT ENOUGH PARENT INVOLVEMENT AND SUPPORT			
3				
2				
1				
	INADEQUATE IDENTIFICATION PROCESS			
	INADEQUATE TEACHER RESPONSE TO STUDENTS NEEDS AND INTERVENTIONS			
	NOT ENOUGH PD OPPORTUNITIES ESPECIALLY OUTER ISLANDS			
	NOT ENOUGH TEACHER EFFICACY			
	NOT ENOUGH RESOURCES AND PERSONNEL			

AN IDEAL SCHOOL HAS A SYSTEM FOR INNOVATION AND CREATIVITY THAT IS....

- Able to be shared and replicated at other schools
- Responsive to school structures and schedules
- Supportive and nurturing
- Open to school empowered implementation
- Researched based
- Inclusive of all stakeholders
- Supportive of the mindset that growing is more important than being
- Focused on college and career readiness
- Unique to the school
- Supportive of (all) student needs
- Global in perspective
- Supported in resources, staff and funding

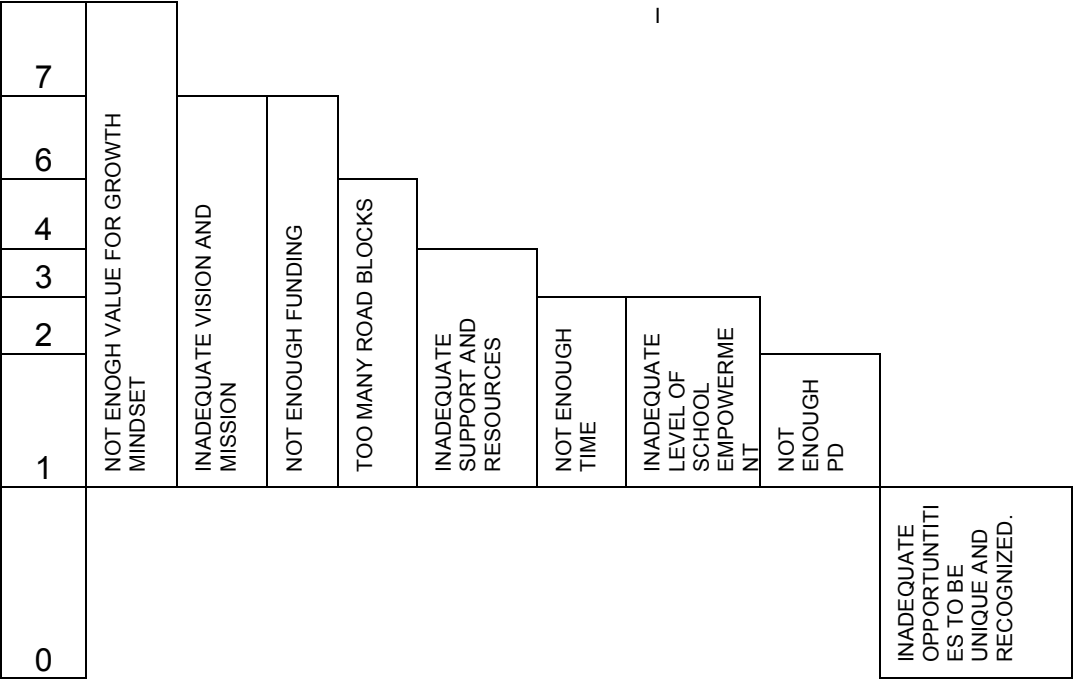
WHAT IS PREVENTING OUR SCHOOLS FROM ACHIEVING A SYSTEM FOR INNOVATION AND CREATIVITY?

PRIMARY ROOT CAUSE: INADEQUATE SYSTEM TO SUPPORT CREATIVE MINDSET THAT PROMOTES APPROPRIATE SCHOOL INNOVATIONS FOR ALL DIMENSIONS OF STUDENTS.

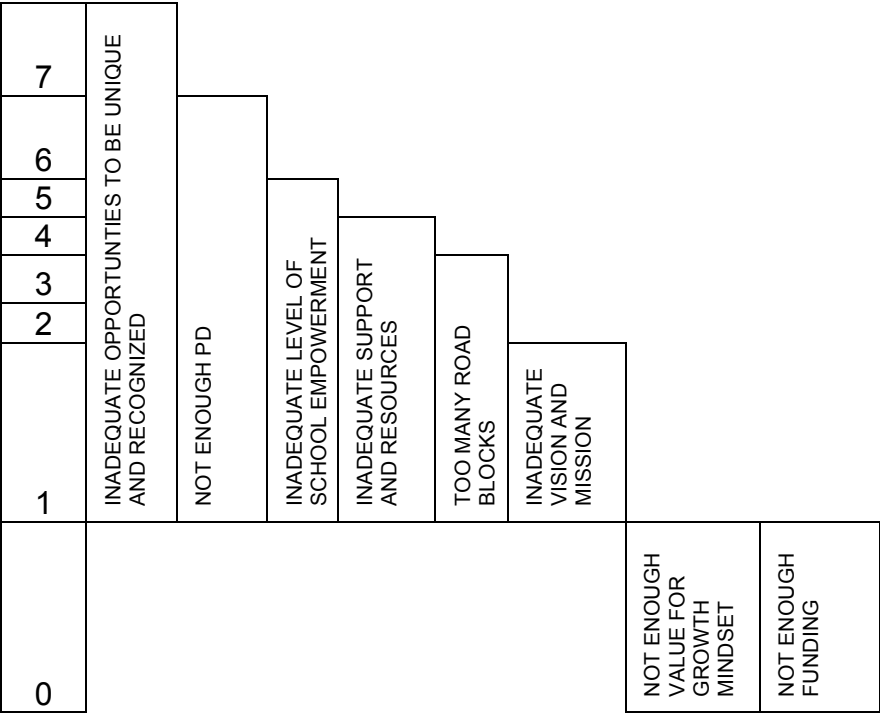
DEFINITION: Teachers and students are encouraged to take risks, discover and find personal meaning. It's not what they know but what can be done with what they know and learned.

SOLUTION: Create a culture that all work at the state, district and complex levels are focused on supporting schools in meeting their unique needs in unique ways and that one size does not fit all schools. The mission at state, district, complex, and school levels must promote and create opportunities for school innovations that meet all dimensions of students.

ROOT CAUSES PREVENTING A SYSTEM OF INNOVATION AND CREATIVITY



EFFECTS (OUTCOMES)



AN IDEAL SCHOOL HAS A SYSTEM OF RESOURCES THAT SPURS REFORM THAT IS...

- Focused on student growth at state, district, complex and school levels
- Innovative and creative in the use of technology for future ready students
- Adequately funded to address the needs of each school
- Empowering schools to make decisions based on their individualized needs
- Student centered, focused and driven to support all students
- Unencumbered by top down one size fits all mandates and processes

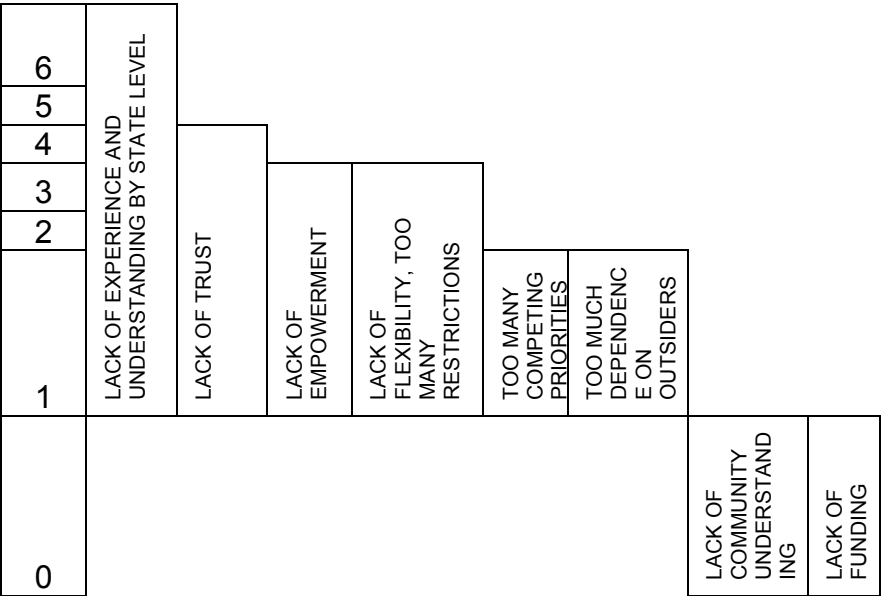
WHAT IS PREVENTING OUR SCHOOL FROM ACHIEVING A SYSTEM OF RESOURCES THAT SPURS REFORM?

PRIMARY ROOT CAUSE: INADEQUATE SYSTEM TO SUPPORT CREATIVE MINDSET THAT ALIGNS RESOURCES TO WHAT EACH SCHOOL NEEDS.

DEFINITION: All levels of the HDOE seek to understand and put in action beliefs and strategies that focus on supporting all schools in their uniqueness and unique needs. Principals are involved in levels of decision making on the use of resources at the state, district, complex and school levels. Decisions made are communicated throughout the system with a systematic plan to meet the needs of all schools. State experts accept the challenge to support each school's quest to raise student achievement for all students with adequate and appropriate resources that are aligned to the needs of each school.

SOLUTION: Create an adequate system to support a creative (not rule bound) and growth mindset that aligns resources through involvement of principals in decision making, empowerment of all school/community level users and true team work among the various levels to support what's best for schools.

ROOT CAUSES PREVENTING A SYSTEM OF RESOURCES FOR REFORM



EFFECT (OUTCOMES)

